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AUTHOR Marrow, Alvin J.; Reed, Ron
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ABSTRACT

In May 1989, as part of a college renewal and self-study process, Hazard Community College conducted a 2-day retreat involving all segments of the college community. Focus groups were established to examine and define the values that best represented the institution. At the end of the second day, each of the 11 focus groups presented a consensus of its views to the entire college community. The lists of values generated by the groups, focussing on topics such as programs, finance, and interpersonal relations, were consolidated into a Summary of Values (SOV) which was distributed to every retreat participant. Following the retreat, an Institutional Purpose Committee was established to re-write the college's statement of purpose and the SOV in order to translate them into 17 institutional goals. Through a series of public forums, these goals were presented to faculty, support staff, administration, students, and the community. Based on these forums, a revised mission statement was prepared and submitted to the entire college community and to the college's advisory board for approval. Copies of the statement were then given to the co-chairs of the Southern Association of Colleges and Schools (SACS) Committees within the college so that they could begin the process of interrelating the units of the self-study to the revised mission statement. Following a year and a half of data collection, research, writing, and editing, a final self-study document was generated. A series of appendixes provide focus group report forms and values lists; the SOV; a list of the 17 goals; sample SACS bulletins and self-study forms; and flow charts depicting the renewal and self-study process. (PAA)

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"College Renewal Through the Self-Study Process"

Presented at Leadership 2000

Chicago, Illinois

July 8, 1991

By: Alvin J. Marrow, Ph.D.
Dean of Academic Affairs

Ron Reed
Assistant Professor of English

Hazard Community College
Hazard, KY 41701
(606) 436-5721

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ABSTRACT

College Renewal Through the Self-Study Process

How can an institution work to renew itself? At Hazard Community College, renewal was generated through faculty, staff, student, and community participation in the self-study process. Renewal focused on the importance of input from every person in the college community. The telephone operator, the maintenance personnel, the office secretaries and others had an equal input with that of the faculty, deans, and the president. Open forums, workshops, committee meetings, hallway discussions provided vehicles of free expression, ones that would foster commitment, involvement, and, most importantly, ownership. Every voice was important to hear; every thought had value, and every person was important to the process. The college community developed a feeling of shared ownership, one that would give every person a stake in shaping the institution's future direction. In essence, the college community became partners in the renewal of the institution.

From this partnership, Hazard Community College developed a paradigm that may serve as a model for other institutions seeking renewal. This paper is a description of the particulars of the self-study process used by the College that continue to help generate ownership among faculty, staff, students, and community.

College Renewal Through
the Self-Study Process

Introduction

In January, 1989, the College sent its preliminary report to the Southern Association of Colleges and Schools outlining its plans to begin a process that would help give the institution a feeling of renewal and assist in the development of a self-study. This process would be continuous, with no beginning or ending, and involve an assessment of the institution's values in its service to students, faculty, staff, administration, and community.

The Self-Study Process

The process began with the meeting of a small focus planning group in February of that year. This group was charged with the task of developing value statements that could be converted into activities with measurable outcomes. The statements would also become part of the institution's annual plan, one built on the goals and objectives of each employee, and be included in the annual, biennium, five-year, and ten-year plans of the College and University of Kentucky Community College System.

In May of 1989, the College conducted a two-day retreat involving every member of the college community. Eleven focus groups were established to examine and define the values that best represented the institution. Debate, reflection, and dialogue transpired as each group attempted to reach a consensus (Appendix I). For nearly two days, each group discussed and recorded its views as related to college issues: programs, community, continuing education, spending, student activities, counseling, interpersonal relations, and the like. At the end of the second day, each group presented a consensus of its views to the entire college community, with the final listings being consolidated and typed by the Office of Academic Affairs (Appendix II). A final copy of each group's report, or Summary of Values, was distributed to every college participant and codified by the Steering Committee for the self-study (Appendix III). The value statements would eventually become the bedrock of the self-study, certifying what was most important to the institution, and thus establishing the basis for the college's mission and purpose statements.

During the ensuing months, the Institutional Purpose Committee wrote and rewrote the statement of purpose and the value statements, translated them into seventeen institutional goals, and eventually reached a consensus. These goals were broad enough to be changed to meet local community and regional needs; they would help redefine and reinterpret the institution's mission. The goals were then presented to the Steering Committee for additional refinement and discussion. After agreement was reached, the goals were presented to the faculty, support staff, administration, students, and community through public forums. Based on these forums, a final copy was prepared and submitted first to the entire college community and then to the college advisory board for approval in November, 1989 (Appendix IV).

Even though the process was long and tedious, consensus had been reached and the value statements generated a feeling of ownership from the entire college community. Not only would the statements form the basis of the self-study, but more importantly, they would also provide the institution with direction for future renewal.

The Statement of Values formed the first step in the Institutional Purpose Committee's progress toward a mission statement. The committee, over a two week span, rewrote the values into a prose paragraph that interlinked the statements and made easier the job of setting up the goals that fed out of the mission statement.

The committee planned a series of forums designed to foster discussion within the college family and the community. All suggested changes were written down and discussed by the committee. The revised mission statement was then sent to the faculty, the President, the Advisory Board and the Community College System offices for approval. All suggestions were once more brought to the committee's attention for final review.

Copies of the finalized mission statement were then passed to co-chairs of the various SACS Committees within the college so that they could begin the process of interrelating the units of the self-study to the mission statement.

A revised timeline for finishing the study was presented to the Steering Committee by the committee co-chairs. The timeline allowed everyone to be aware of due dates and to plan research and writing accordingly.

While the above processes were taking place, the co-chairs also set into place a series of twice-monthly bulletins issued by the different units within the college. These SACS Bulletins provided a means for each unit to "toot its horn," to show off a bit, or simply to respond to the SACS effort in some way. The bulletins often sparked conversation within the college family because members saw how they fit into the total picture (Appendix V.A-B).

As the writing process began within the sub-committees, the co-chairs of those committees reported on the progress to the Steering Committee. The sub-committees continued to meet as the writing process gathered speed. The conversations became more focused, the questions more specific.

This new aspect represented a far cry from our beginning. The Steering Committee had purposefully been broad in its instructions to the sub-committees. In no way did the Steering Committee want to shut off any line of inquiry, of discovery, of data retrieval. Most committees' first discussions consisted of what do we do, how do we do what we are supposed to do, and who is going to write all these reports? For fully two or three months, the committees moved slowly, continuing to probe for a methodology and to work closer to a clearer purpose. The completion of the mission statement helped this exploration process.

Throughout the year-long researching and writing period, the co-chairs tried to instill a sense of humor, of the need to communicate, the need to ask questions and to seek answers. As the year came to an end and a rough self-study document evolved, the Steering Committee continued to probe for answers and to push committees to seek details and support in specified areas. Staff and faculty meetings were used to solicit advice and help for issues that needed to be addressed.

By May a second draft was submitted to the college for its approval. The original committees re-examined the self-study and revised it for completeness. This process took two complete days. Suggestions for changes were collected from each committee.

Now the self-study became the province of self-study editors, whose duty was to smooth out the rough edges, ensure conformation to SACS guidelines, and make the self-study a coherent text. As chapters were finished, they were reviewed by members of the Steering Committee, the Dean of Academic Affairs, the President, and an assistant editor, who, by virtue of having just been hired, gave the self-study an objective scrutiny.

Now, for the first time in the year and one half process, the self-study was in the hands of a very few--and the changes made by those few were stylistic, not substantive. So, in essence, the self-study had been researched and written by the college family. A broad spectrum of the college and community had been instrumental in assembling the self-study. The continuous involvement of all members of the college family created much discussion of the college's direction and made more intense the quality of the mission statement and the subsequent goals arriving from the statement.

Planning and Institutional Effectiveness

Prior to the SACS visit, the Hazard Community College established a Planning and Institutional Effectiveness Committee with the task of "...assisting the President with overseeing, monitoring, and refining the process of strategic planning and evaluation to ensure a broad-based participation from all levels within the organization." The committee would serve as a monitoring link and informational source among various college units and the president's office (Appendix VI).

An outgrowth of the planning chart was the Annual Effectiveness and Planning Guide (Appendix VII). Both the planning and evaluation processes, indicated by month, were listed on this one page document. Every major unit, the Office of the President, the Office of Academic Affairs, the Office of Business Affairs, and the Office of Student Affairs, could easily identify the type, the purpose, and the time due for each project. The guide would facilitate and consolidate the reporting requirements of the University of Kentucky Community College System.

In fulfilling its role, the committee went directly to the seventeen goals established for the institutional self-study and began matching them with the objectives established previously by each faculty member, unit, and area of the College (Appendix VIII.A-D). An assessment tool was developed and each unit assessed its own effectiveness (Appendix IX). Data collected from question "D" were graphed (Appendix X) and shared with all units so that the information could be used in the development of new goals and objectives for the upcoming year (Appendix). A final listing of each unit's new goals was presented at the last collegewide meeting in May and included in the president's annual report to the Chancellor in June.

College Renewal

By the spring of 1991, the SACS Accreditation team had completed its visit. The team's report echoed the findings we had published in our self-study. However, the team's visit represented only one small portion of our institutional renewal. At year end, in May, the college family took two days to re-examine our successes, our disappointments, and our dreams for the next ten years. Each member of the college family input suggestions for the future. Those suggestions will be reviewed by the Planning and Institutional Effectiveness Committee for possible revision of our mission statement (Appendix XII).

Conclusion -- Renewal Model

The importance of the HCC renewal model (Appendix XIII), from the initial focus groups to the expression of dreams, is that the process focused on the importance of input from every person in the college community. The telephone operator, the maintenance personnel, the office assistants, and others had an equal input with that of the faculty, coordinators, deans, and the president. Open forums, workshops, committee meetings, and hallway discussions provided vehicles for free expression, ones that would foster commitment, involvement, and, most importantly, ownership. Every voice was important to hear; every thought had value, and every person was important to the process. The college community developed a feeling of shared ownership, one that would give every person a stake in shaping the institution's future direction. In essence, the college community became partners in the renewal of the institution - a place where dreams could be made and come true.

Appendix I

HAZARD COMMUNITY COLLEGE
WORK GROUP REPORTS

Each of us does many things at the college every week. List no more than 10 things that you are responsible for that make up the majority of a week's time for you.

Using the values and statements determined by the Focus Groups and the individual surveys, reflect in writing on the nature of your job with all its parts in relation to the overall values of the college.

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HAZARD COMMUNITY COLLEGE
FOCUS GROUP REPORTS

In written form please state the consensus of opinion as to your group's judgement of the most important elements or values of this college. Select as few or as many as you feel are important.

Appendix II

Group 11: (Sample)

Group 11:

a. We value interactions among students, faculty, staff and administration which contribute to an improved learning environment and quality of education.

b. We value academic integrity - quality course content, high ethical standards, and relevancy to student and community needs.

c. We value open access including affordable classes that are convenient both in time and location.

d. We value innovation - the opportunity to explore new, more effective means of education students.

e. We value a focus on learning and self-development - teaching to the whole person, enhancing self-esteem, and developing leadership skills.

f. We value special programs to meet the unique needs of non-traditional students such as the displaced workers, older workers, and single parents programs.

g. We value our role as an information resource center including such areas as the learning lab, learning resource center, BITAC center, and laboratories for business and data processing.

h. We value Hazard Community College's ability to bring various cultural enrichment activities/events into the community and area public schools through the Concert Series and other CE/CS programs.

i. We value the interchange of ideas, skills, and resources among the diverse groups in our service area.

Steering Committee's Summary of Values

1. We value a primary focus on students, their learning and self-development within a caring atmosphere that respects the dignity of every individual who is a part of our institution.

2. We value good counseling services to help direct our students in their educational process.

3. We value institutional, personal, academic and professional integrity under the highest of ethical standards.

4. We value the college's multifaceted role within our region.

5. We value open access and equal opportunity to all regardless of an individual's race, creed, sex, or economic background.

6. We value academic freedom with its emphasis on the free exchange of ideas.

7. We value an atmosphere which fosters innovation and creativity.

8. We value the pursuit of excellence in the teaching/learning process.

9. We value our presence as a catalyzing force for the improvement of the quality of life within our region.

10. We value the mature development of the whole person including his or her intellectual, physical, emotional, social and cultural well-being.

11. We value the development of leadership qualities.

12. We value open and productive communication between all parts of the institution.

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Appendix IV

HAZARD COMMUNITY COLLEGE

1990-1999 GOALS

HCC GOAL 1: EXPAND OR REVISE EXISTING TWO-YEAR TECHNICAL PROGRAMS AND ESTABLISH ADDITIONAL PROGRAMS THAT ARE CAREER ORIENTED AND WILL PREPARE THE STUDENT FOR EMPLOYMENT.

HCC GOAL 2: OFFER AND EXPAND A GENERAL EDUCATION CURRICULA THAT WILL PREPARE STUDENTS FOR TRANSFER TO AND GRADUATION FROM A FOUR-YEAR INSTITUTION.

HCC GOAL 3: OFFER AN ENRICHED CURRICULA FOR THOSE STUDENTS SEEKING AN ASSOCIATE IN ARTS, AND ASSOCIATE IN SCIENCE, OR AN ASSOCIATE IN APPLIED SCIENCE DEGREE.

HCC GOAL 4: MAINTAIN ON THE HAZARD SITE THE ACTIVITIES OF THE LEARNING CENTER AND STUDENT SUPPORT SERVICES AND EXPAND THEM TO ALL OTHER CAMPUS TEACHING LOCATIONS; INCREASE THE ACCESSIBILITY AND AVAILABILITY OF ANY AUXILIARY SERVICES WHICH WILL COMPLEMENT THE COLLEGE'S ACADEMIC PROGRAMS.

HCC GOAL 5: INCREASE THE INSTITUTION'S FINANCIAL RESOURCES FROM BOTH THE PUBLIC AND PRIVATE SECTORS IN ORDER TO EXPAND HUMAN AND PHYSICAL RESOURCES, TO SUPPLEMENT AND CREATE COURSES AND SERVICES, AND TO PROVIDE GREATER SUPPORT FOR THE PROGRAMS AND PROJECTS OF THE COLLEGE. CRITICAL TO THE ACHIEVING OF THIS GOAL IS THE IMPLEMENTATION OF FULL FORMULA FUNDING RECOMMENDED BY THE KENTUCKY COUNCIL ON HIGHER EDUCATION.

HCC GOAL 6: CONTINUE TO PROVIDE ADEQUATE STUDENT SUPPORT THROUGH THE EXPANSION OF ALL FORMS OF FINANCIAL AID SERVICES WHILE MAINTAINING THE PHILOSOPHY OF LOW TUITION.

HCC GOAL 7: ENHANCE STUDENT GUIDANCE, CAREER COUNSELING, COURSE SELECTION, TRANSFER CURRICULA, AND JOB PLACEMENT THROUGH THE INCORPORATION OF COMPUTER ASSISTED ADVISING AND EXPANSION OF THE COUNSELING AND ADVISING PROGRAMS.

HCC GOAL 8: PROVIDE TOTAL AND COMPLETE CAMPUS ENVIRONMENTS THAT ARE CONDUCIVE TO LEARNING AND THAT FULFILL THE PROGRAM MISSIONS OF THE COLLEGE.

HCC GOAL 9: PROMOTE THE ACQUISITION OF KNOWLEDGE AND LEADERSHIP SKILLS AND PROMOTE PERSONAL SUCCESS FOR ALL PARTICIPANTS OF COLLEGE PROGRAMS BY PROVIDING OPPORTUNITIES FOR CAREER AWARENESS AND SELF-FULFILLMENT THROUGH INCREASED VISIBILITY AND COOPERATION BETWEEN THE COLLEGE AND THE REGIONAL COMMUNITY.

HCC GOAL 10: PROVIDE PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES FOR FACULTY, SUPPORT STAFF, AND THE COMMUNITY. SUPPORT INSTRUCTIONAL INNOVATIONS THAT PROMOTE THE USE OF TECHNOLOGICAL ADVANCES IN THE TEACHING AND LEARNING ENVIRONMENT.

HCC GOAL 11: RECRUIT FACULTY, SUPPORT STAFF, ADMINISTRATORS, AND STUDENTS WHO REPRESENT THE CULTURAL, RACIAL, AND ETHNICAL DIVERSITY OF THE COMMUNITIES THE COLLEGE SERVES AS WELL AS THOSE FROM OUTSIDE WHO BRING A FRESH PERSPECTIVE.

HCC GOAL 12: PROMOTE ECONOMIC DEVELOPMENT AND WELL-BEING THROUGH JOB CREATION AND SKILLS UPGRADING WITHIN THE REGION.

HCC GOAL 13: PROMOTE THE COURSES, ACTIVITIES, AND PROJECTS OF OUR APPALACHIAN HERITAGE.

HCC GOAL 14: CONTINUE TO PROVIDE A FOCUS OF CULTURAL ENRICHMENT OPPORTUNITIES FOR THE COMMUNITY AND THE REGION AND TO PROMOTE AND DEVELOP THE ARTISTIC AND AESTHETIC ASPECTS OF LIFE FOR THE ENRICHMENT OF ALL ASPECTS OF THE EDUCATION PROCESS WITHIN THE COLLEGE'S SPHERE OF INFLUENCE.

HCC GOAL 15: PROMOTE THE CONCEPTS OF COMMUNITY DEVELOPMENT AND CHANGE THROUGH THE ESTABLISHMENT OF COMMUNITY FORUMS, COMMUNITY SERVICE, AND CONTINUING EDUCATION PROGRAMS.

HCC GOAL 16: MAINTAIN AND PROTECT THE COLLEGE'S HIGH STANDARDS WHICH WILL ENABLE IT TO BE VALUED AS A COLLEGE OF QUALITY, AFFORDABILITY, ACCESSIBILITY, AND LEADERSHIP WITHIN THE REGION.

HCC GOAL 17: ESTABLISH AND REFINE THE MEASUREMENTS AND EVALUATIONS OF THE COLLEGE'S INSTITUTIONAL EFFECTIVENESS.

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Appendix V.A

Sample

HAZARD COMMUNITY COLLEGE
SACS REVIEW UPDATE BULLETIN
Vol. 1, No. 6

The Community Relations/Development Office is responsible for three main areas at HCC: fundraising, public relations and special events. Within each of these areas a variety of activities, such as the ones listed below, are organized and managed.

Fundraising

Grant research
Grant writing coordination
External funding liaison with UK
Liaison with grant coordinators
Maintenance of grant files
Coordination of grant reports to funding agencies
Private/corporate fundraising
Foundation research and proposals
Assisting HCC President with Hazard Independent College Foundation

Public Relations

College-wide public relations
College-wide printing
College-wide photography
College-wide graphics

Special Events

Under the umbrella of fundraising, the development office is in constant motion both locating and realizing external funding opportunities for HCC.

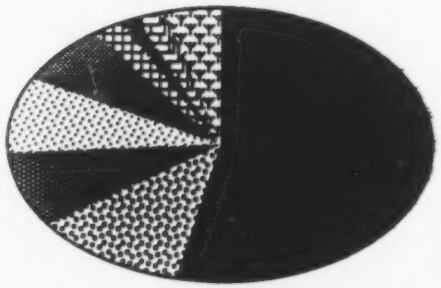
This involves College as well as faculty/staff initiated funding searches; visits with local, state, federal, private and corporate funding sources; dissemination of funding information; writing, editing and submitting proposals to funding agencies; meeting with faculty to discuss opportunities; conducting grant orientation meetings for successfully funded projects, and serving as liaison with the Community College System in tracking financial and other reporting requirements.

The tremendous growth this area of the College has experienced in a few short years is not a secret. Grants to HCC have grown from $50,000 in 1984-85 to $722,578 for 1988-89. Private funds raised in 1988 to support scholarships and the furnishing of the new Technical Learning Resource Center were in excess of $150,000.

The influx of grant monies enables the College to offer quality services to mountain students that cannot be fully covered by state appropriated dollars. HCC's philosophy is "to decide what our students need and if it is related to our mission, then we find dollars to fill those needs rather than count available dollars and limit programs to what's available."

The charts below indicate how 1988-89 grant dollars were used at HCC and the portion of HCC's total budget these dollars comprised:

Expenditures of HCC Grant Dollars 1988-89



Faculty/Staff	53.3%
Equipment	11.6%
Tutors	8.9%
Administrators	8.8%
Instructional Supplies/Current Exp.	7.3%
Travel	2.2%
Computer Software	1.5%
Other Expenditures	1.4%
Artists Fees/Arts Program Support	0.7%
Indirect Costs	4.2%

HCC TOTAL BUDGET 1988-1989

1988-89 Grant $ available	25.1%
1988-89 Private $ to HCC	5.3%
1988-89 Approx. State Appropriation	69.6%

*HCC's 1988-89 budget totaled approximately $3,000,000 including grants of $722,578 and private gifts of $153,000.

Appendix V.B

Sample

HAZARD COMMUNITY COLLEGE
SACS REVIEW UPDATE BULLETIN
Vol. 1, No. 15

LIFELONG LEARNING

The title of this article is the philosophy of Continuing Education and Community Service at Hazard Community College. Our clients, students, patrons, (however we describe them) normally range in age from 5 to 85.

Our non-credit (or credit-free) programs can be separated into two groups:

1. Professional development classes aimed at specific target groups with a clear statement of objectives and a procedure to evaluate the quality of the presentation. CEU's (Continuing Education Units) are awarded to students.

2. Personal & Community Development Programs offered to the general public. Included in this group are programs that explore public issues, leisure interest, are age specific (i.e. Elderhostel), and work on improving basic skills (GED) and employability skills. No CEU's are awarded within this category.

Other non-credit activities that do not meet the above criteria are considered to be Community Service. These include testing (GED, ABLE, CPP), consultations, cultural events, speakers' bureau, and community leadership.

Twice a year this department sends to the Community College System a report detailing precise information about each course or activity that has taken place. The period January 1, 1989 to December 31, 1989 reflected the following:

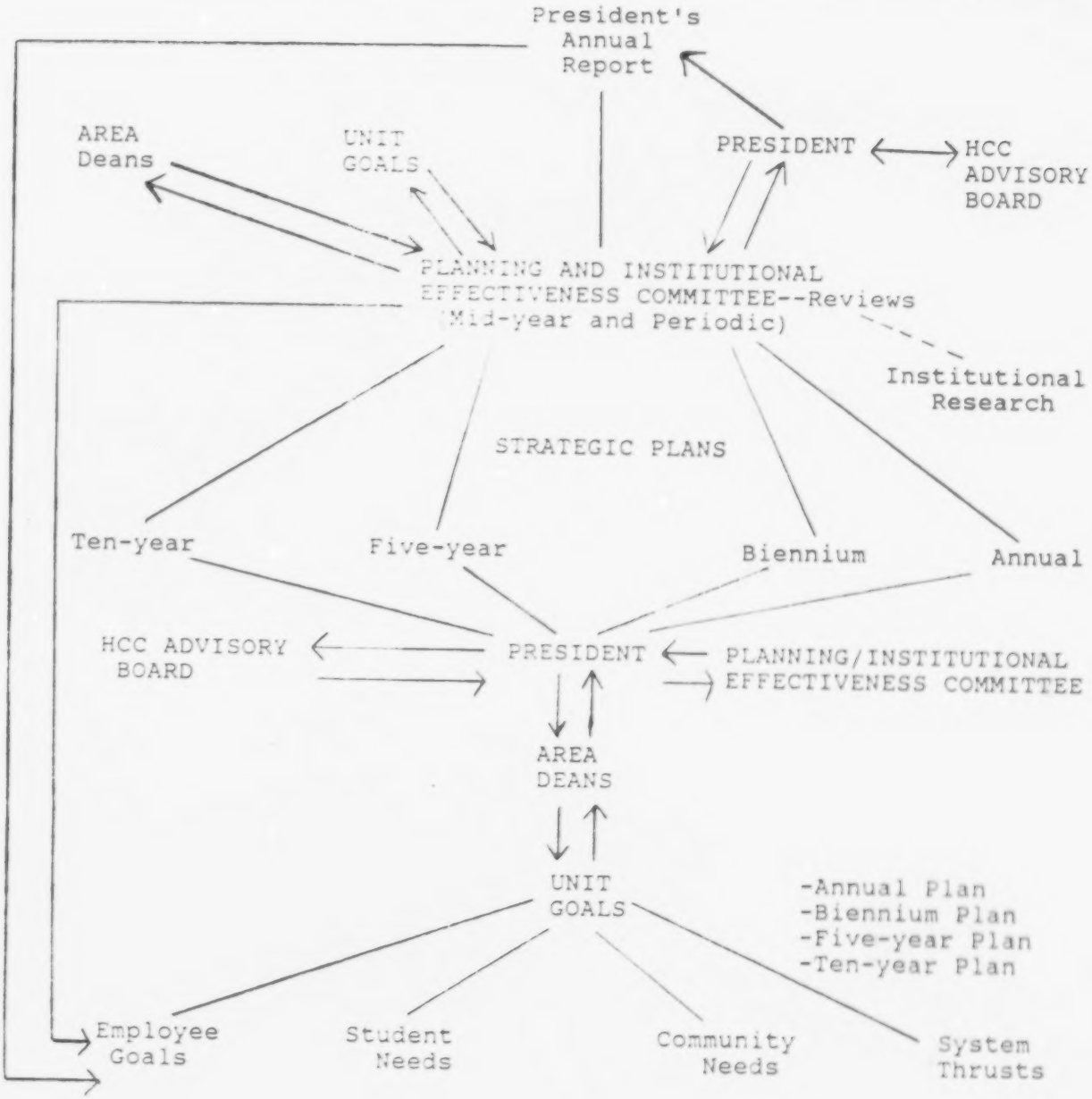
229 individual CEU's (1 CEU = 10 hours of class),
1,912 people served in Personal & Community Development,
11,338 people using our Community Service programs.

While most of our activities takes place in Perry County (specifically at the Conference Center), we are increasing our effort to take our program into each of our service area counties. We have had moderate success in Leslie and Knott counties, and we have been able to provide the residents of Wolfe County with eleven programs this spring. While Wolfe County is not in our service area, we wanted to show some good faith intentions in anticipation of acquiring the Hazel Green Academy site for CE and credit courses.

What really fuels this area of learning is the faculty and staff at HCC. We at CE/CS really appreciate the cooperation and availability of those who offer their support.

Appendix VI

Figure 1
Hazard Community College Planning and Effectiveness Process



APPENDIX VII

HAZARD COMMUNITY COLLEGE
ANNUAL PLANNING AND EFFECTIVENESS GUIDE

JULY

(P) Annual Budget Report to Pres.

(E) Summer Student Eval. of Faculty

(E) Entering Student Survey

(E) Safety/Fire Audit

AUGUST

(P) Review Annual Goals

(P) Unit Budget Revision

(E) Student ACT and Placement Tests

(E) Exit Survey of Summer Graduates

(E) Safety/Fire Audit

SEPTEMBER

(P) Revise/Update Position, Equipment, Renovation Requests for next year

(P) New Faculty DOE Submitted to CCS

(P)*Final Budget

(E) Safety/Fire Audit

OCTOBER

(P) Budget Revision Requests-Equipment

(P) Spring Schedule Draft

(P) Two-Year Instruct. Plan Reviewed

(E) Faculty Performance Rev. Begins

(E) Student Evaluation of Teaching

(E) Safety/Fire Audit

NOVEMBER

(E) Faculty Performance Review Folders Due

(E) Promotion Folders Due

(E) SACS Budgetary/ Faculty Credentials Report Due

(E) Admin. & Support Staff Performance Rev. Begins

(E) President's Eval. by college community

(E) Graduate Follow up Survey

(E) Safety/Fire Audit

DECEMBER

(P) Begin Budget Preparation

(P) Space Inventory Plan Update

(E) College Promotion Process Completed

(E) Faculty Performance Review Conferences

(E) Review of Progress (1) on Annual Goals (PIEC)

(E) Exit Survey of Fall Graduates

(E) Safety/Fire Audit

JANUARY

(P) Begin Budget Process

(P) Begin Program Planning Document

(P) Submit Renovation and New Money Requests to CCS

(P)*Summary of Budget Changes/Current Expense Detail Forms Due

(E) Admin. & Support Staff Evaluations Completed

(E) Student ACT and Placement Tests

(E) Safety/Fire Audit

FEBRUARY

(P)*Non-Recurring Lists Due

(P)*Recurring Funds Due

(P)*Income Estimates Due

(E) Evaluation of Budget Status

(E) Evaluation of President by Chancellor

(E) Safety/Fire Audit

MARCH

(P) Prepare Annual Budget Requests

(P) Fall Schedule Draft

(P) Summer Schedule Draft

(P) Budget Revision Requests

(P)*Salary Proposals Due

(P)*Unit Budget Due

(P)*Program Plans Due

(E) Faculty 2nd & 4th Year Reviews

(E) Spring Student Evaluation of Faculty

(E) Veteran's Aid Audit

(E) Safety/Fire Audit

APRIL

(P) DOE, Faculty Obj., Admin. Obj. Due

(P) Allocation of Collegewide Budget by President

(E) Exit Survey of Spring Graduates

(E) ACT Grade Prediction Report

(E) Safety/Fire Audit

(E)*Program Reviews

MAY

(P) President & PIEC (4) Organize College New Goals

(E) Annual Goals Presented

(E) President Develops Annual Report

(E) President & PIEC (2) Assess Progress on Current Goals

(E) Safety/Fire Audit

JUNE

(P) Plan Student Activities

(P) Presentation of Award Plan to Chancellor

(P)*Annual Report Due to Chancellor

(E) Entering Student Survey

(E) Annual Financial Audit

(E) Financial Aid Audit

(E) Safety/Fire Audit

(P) Planning Process
(E) Evaluation Process
(1) (2) (3) PIEC Activities
* System Deadlines

ADDITIONAL PLANNING DOCUMENTS:
Biennium Plan
Five Year Plan
SACS Five Year Review
Ten Year Plan

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Appendix VIII.A

FACULTY OBJECTIVES FORM

Academic Year _____ _____
NAME

_____
DIVISION

Teaching Activities

Improvements planned for achievement, accomplishment, and meaningful results

Objective 1

Objective 2

Objective 3

Student Guidance-Advising Activities

Objective 1

Objective 2

Objective 3

Community Services

Commitments for community service related to the program of the College.

Objective 1

Objective 2

Objective 3

Objective 4

Faculty Objectives Form

Professional Activities

Commitments for development of professional self.

Objective 1

Objective 2

Objective 3

Educational Leadership

Commitments for development of self-subordinates, policies, procedures, programs.

Objective 1

Objective 2

Objective 3

Institutional Services

Commitments for achievement and accomplishment within HCC.

Objective 1

Objective 2

Objective 3

Appendix VIII.B

AREA _____

Division/Department _____

_____

HAZARD COMMUNITY COLLEGE

_____ OBJECTIVES

(academic year)

Page _____

Date of Report _____

GOAL	OBJECTIVES AND DESCRIPTIONS	PERSON RESPONSIBLE	METHOD OF MEASUREMENT	DATE TO BE COMPLETED	COMMENTS

Appendix VIII.C

AREA Academic Affairs

Division/Department

HAZARD COMMUNITY COLLEGE
1990-91 OBJECTIVES
(academic year)

Date of Report 5/10/90

GOAL	OBJECTIVES AND DESCRIPTIONS	PERSON RESPONSIBLE	METHOD OF MEASUREMENT	DATE TO BE COMPLETED	COMMENTS
1. To increase usage of computer technology in the classroom	Faculty will be encouraged to utilize the computer in class for word processing, instructional support, and interactive video.	Academic Dean Division Chairs CAI Specialist.	Number of classes using computer technology.	May, 1991	Classroom--math, physics anatomy and physiology, nutrition, botany, English, journalism classes. CAI--application.
2. To increase usage of tele communications	Telecourse and teleconferences will be emphasized in the fall and spring.	Academic Dean Division Chairs Extended Programs HITAC CE/CS	Number of courses and conferences offered.	May, 1991	Telecourses (2-Fall, 1 spring) 2 graduate courses Pharmacy School Professional Development Ky. Science Tech. Council CE/CS Wksps. (Rec Conf.)
3. To enhance partnerships with high schools and four-year institutions	High school seniors will be encouraged to enroll at HCC. Four year programs from UK, EKU, and other institutions will be developed.	Academic Dean Division Chairs Extended Programs Upward Bound Educational Coordinators	Number of students who enroll (H.S.) Number of programs offered (Bachelor's level).	May, 1991	High school seniors enrolled --43 total (fall & spring) Artist-in-residence New four-year programs --EKU, UK
4. To provide faculty development activities	Faculty will be encouraged to attend workshops, participate in professional development activities on campus, visit other campuses, and contribute to the community through a speakers bureau.	Academic Dean Division Chairs	Number of faculty participants.	May, 1991	Telecommunications, Scholars Forum, Ky. Leadership Academy, NISOD, CCS workshops, campus visits (Somerset, EKU, U of Louisville), CE classes, presentations at conferences
5. To enhance instruction for developmental students	DRE courses are to be taught in a classroom setting with a tutorial option. The Learning Center will be used to supplement instruction.	Academic Dean Division Chairs	Percentage of students who successfully complete courses.	May, 1991	DRE students--90% completed (DRE 005 & 012) DRE chemistry F-T DRE instructor Increased use of Learning Ctr.
6. To increase commitment to part-time faculty	Provide more opportunities for interaction with full-time faculty through meetings and mentoring.	Academic Dean Division Chairs Extended Programs	Number of faculty participants.	May, 1991	Extended programs --workshops at each site --science/English F-T/P-T involvement

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HAZARD COMMUNITY COLLEGE

SACS Self-Study Goals

Planning and Institutional Effectiveness Document

1990-1991

HCC GOAL 10: PROVIDE PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES FOR FACULTY, SUPPORT STAFF, AND THE COMMUNITY. SUPPORT INSTRUCTIONAL INNOVATIONS THAT PROMOTE THE USE OF TECHNOLOGICAL ADVANCES IN THE TEACHING AND LEARNING ENVIRONMENT.

UNIT Academic Affairs Date April 1, 1991

Directions: Describe the activities which indicate that your unit has implemented the goal as listed above. Use a separate sheet for each different activity.

TITLE OF ACTIVITY (Unit Goal): To provide faculty development activities

Brief Description:

Faculty will be encouraged to attend workshops, participate in professional development activities on campus, visit other campuses, and contribute to the community through a speakers bureau.

Evaluation of Activity:

PLEASE RETURN TO THE OFFICE OF ACADEMIC AFFAIRS BY APRIL 15TH.

Appendix IX

STATUS ASSESSMENT

A. To what extent has the activity (unit goal) listed on the reverse side been completed?

_____5. 100%
_____4. 75%
_____3. 50%
_____2. 25%
_____1. 0%

B. How much progress has been made toward the completion of the activity (unit goal)?

_____5. Complete substantially beyond the measure
_____4. Complete within plus or minus 10%
_____3. Between 50% and 90% complete
_____2. Less than 50% complete
_____1. No significant progress

C. What is your recommendation with respect to the activity (unit goal)?

_____1. This activity has been completed.
_____2. This is a worthwhile activity and it should be continued as written in 1991-1992.
_____3. This activity should be continued as modified in 1991-1992.

3a. What modifications do you propose?

_____

_____

_____

_____4. This activity is no longer worthwhile pursuing and should be replaced in 1991-1992.

4a. What new activities do you propose?

_____

_____

_____

D. How effective has the activity (unit goal) been at achieving the overall HCC goal?

_____5. Very effective
_____4. Somewhat effective
_____3. Difficult to assess
_____2. Somewhat ineffective
_____1. Very ineffective

Date: _____ Initial: _____

GCC/1988 -- HCC/1991
(Permission Granted)

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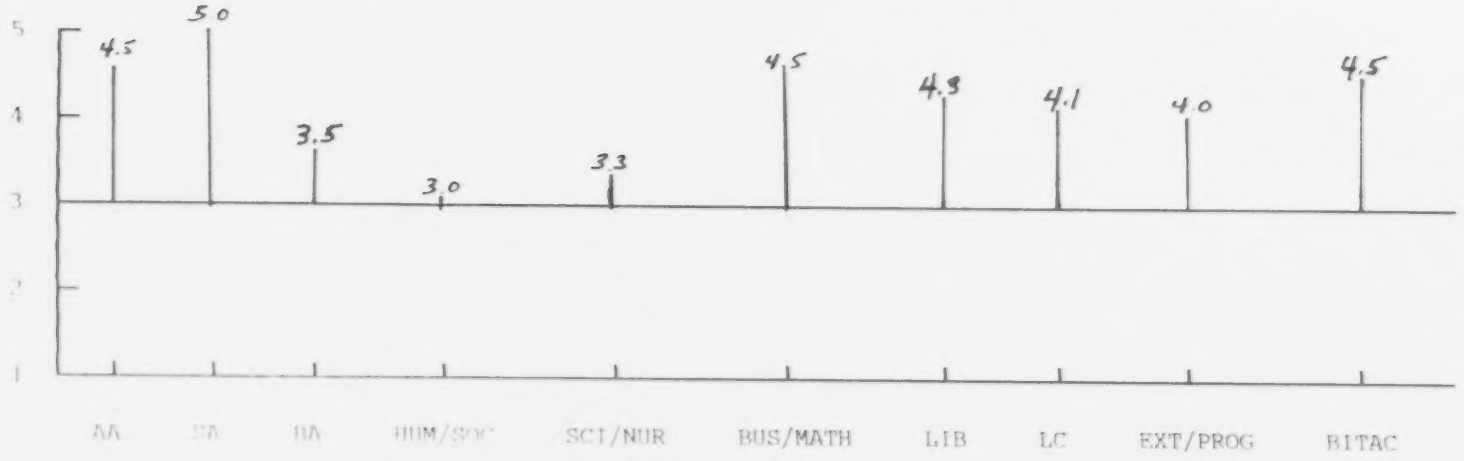
Appendix X

Sample

HCC GOAL 10: PROVIDE PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES FOR FACULTY, SUPPORT STAFF, AND THE COMMUNITY. SUPPORT INSTRUCTIONAL INNOVATIONS THAT PROMOTE THE USE OF TECHNOLOGICAL ADVANCES IN THE TEACHING AND LEARNING ENVIRONMENT.



5 - Very Effective
4 - Effective
3 - Difficult to ASSESS
2 - Ineffective
1 - Very Ineffective

Appendix XI

AREA Academic Affairs

HAZARD COMMUNITY COLLEGE
1991-92 OBJECTIVES

Date of Report 4/29/91

GOAL	OBJECTIVES AND DESCRIPTIONS	PERSON RESPONSIBLE	METHOD OF MEASUREMENT	DATE TO BE COMPLETED	COMMENTS
To increase classroom usage of computer technology at the college.	Faculty, students, and instructional staff will be encouraged to attend workshops and demonstrations designed to stimulate increased interest in computer usage for the classroom and instructional workplace.	Academic Dean, Division Chairs, CAI Specialist, Extended Programs, BITAC/CE/CS	Twenty-five percent increase in classes utilizing computer technology for instruction as compared to the 1990-91 year.	May 1992	
To increase usage of telecommunications.	Telecommunications will be used for classroom, professional development, and community activities.	Academic Dean, Division Chairs, Extended Programs, BITAC/CE/CS	Twenty-five percent increase in telecourses and teleconferences presented at the college as compared to the 1990-91 academic year.	May 1992	
To continue enhancing partnerships with secondary schools, regional universities, and the University of Ky.	High school seniors will be encouraged to enroll at HCC; articulation agreements will be pursued with regional universities, specifically Eastern Kentucky University; cooperative arrangements will be pursued with the UK College of Allied Health, College of Nursing, and other colleges for work at or below the 200 level.	Academic Dean, Division Chairs, Extended Programs, Dean of Student Affairs	Ten percent increase in the number of high school students enrolled; Ten percent increase in the number of programs offered by regional universities and U.K. as compared to the 1990-91 academic year.	May 1992	
To continue emphasizing professional development activities among faculty and instructional staff.	Faculty and instructional staff will continue to be encouraged to attend workshops, participate in professional development activities on campus, visit other campuses, and participate in a speaker's bureau.	Academic Dean, Division Chairs, Development Office, Extended Programs, BITAC/CE/CS	Ten percent increase in activities and participants involved as compared to the 1990-91 academic year.	May 1992	

Appendix XI (continued)

AREA Academic Affairs

1991-92 OBJECTIVES

GOAL	OBJECTIVES AND DESCRIPTIONS	PERSON RESPONSIBLE	METHOD OF MEASUREMENT	DATE TO BE COMPLETED	COMMENTS
To enhance instruction in developmental studies.	With the anticipation of an increased number of developmental students (pre-college curriculum), the continued discussion of assessment, placement, and monitoring of students by faculty will become critical to the issue of student success. Added emphasis will be placed on developmental student success.	Academic Dean, Division Chairs, Learning Center, Extended Programs, Developmental Instructor, and Dean of Student Students	Ten percent overall increase in students who successfully complete developmental courses as compared to the 1990-91 academic year.	May 1992	
To increase commitment to part-time faculty.	Part-time faculty are to be encouraged to participate in division and area meetings, attend orientation sessions, and interact regularly with full-time faculty.	Academic Dean, Division Chairs, Extended Programs	Twenty-five percent increase in part-time faculty participating, by division, as compared to the 1990-91 academic year.	May 1992	
To increase the instructional involvement of the Academic Council.	The Academic Council will review all part-time faculty credentials, off-campus assignments for full-time and part-time faculty, scheduling and cancellation of classes, and other related instructional issues.	Academic Dean, Division Chairs, Extended Programs	Ten percent increase in number of issues addressed as compared to the 1990-91 academic year.	May 1992	
To develop new program proposals.	The Computer Information Systems, Physical Therapy Assistant, Early Childhood Education, Forest/Wood Technology programs have been proposed for the 1992-93 academic years. Committees will be formed to develop the proposals.	Academic Dean, Division Chairs	The completion of the proposals.	January 1992 (CIS) May 1992 (PTA)	
To develop new CE/CS/BITAC offerings.	The non-credit area, CE/CS/BITAC, will develop new class and program offerings in its continued attempt to meet the non-credit educational needs of the service area.	Academic Dean, BITAC/CE/CS	Twenty-five percent increase in the number of programs offered on- and off-campus as compared to the 1990-91 academic year.	May 1992	

GREAT IDEAS WE OUGHT TO CONSIDER

1. Student Activity Coordinator
2. Student Center
3. Student housing - on and off-campus
4. Opscan reader
5. More time for student interaction (adequate staffing -- space)
6. Electronic pell
7. Child care program
8. More and better materials: handbook, brochures, etc.
9. Program to help identify, train, and educate our handicapped students (learning tools)
10. Bigger shredder
11. U.K. Center -- 4 Year Institution
12. Buy Golf Course
13. Office and classroom buildings for off-campus
14. Doctoral Program
15. Distance learning thru satelite
16. Increased campus security
17. Become more involved with feeder school - pre-school through high school
18. Class in personal finance (part of Freshman year)
19. Create fun environment
20. Improve orientation
21. More integrated assessment tests - more evaluation tools.
22. Total campus computer link
23. More flexible work schedule
24. Student follow-up studies
25. Pass House BITAC bill
26. Statewide Employment Service Training
27. Hazel Green Leadership/Team
28. Uplink training program statewide to maintain consistency
29. Technology enhancement model programs
30. Funding to expand programs; personal/services/equipment
31. Daycare for school age children and infants for H.C.C. faculty and students
32. Training for daycare workers
33. Expand Elderhostel to summer session at Red Bird High School and Hazel Green
34. Hiring a facilitator for CE/CS
35. More scholarships for non-traditional students and some financial assistance for students who are not eligible for PELL but their income is to low to allow for tuition and books to attend college.
36. Four Year Programs - MIS, Education, Electronics, Accounting
37. Bulletin providing more information on available scholarships and how to apply.
38. Full-time parking lot security.
39. Better benefits program for staff (medical)
40. Expansion of the seminars to make available to community and staff, offer in evening. More community related topics.
41. More educational programs offered by the College on cable television.

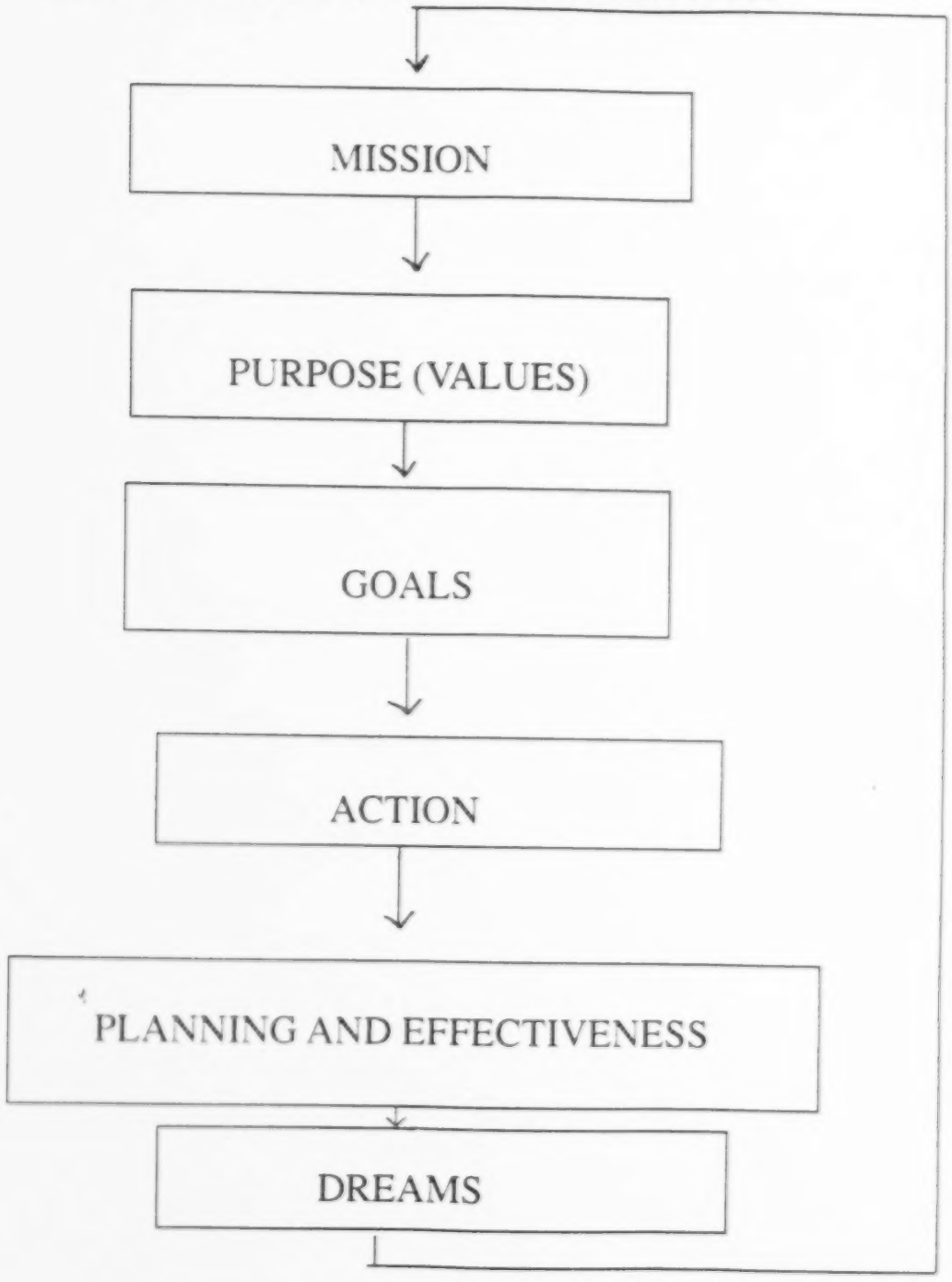
PAGE TWO

42. More advertising for programs available
43. Enhanced programs for evening and week-end, which would offer the ability to complete a degree by committing to a three year program of evening or week-end classes
44. More programs offered off-campus
45. Improved storage capacity
46. Bus tours
47. Day off for staff and faculty interaction
48. Career Guidance and Placement, Assessment and Advising
49. Concert Hall/Reception Hall for concerts and graduation
50. Expanded reference library
51. Telecourses/telecommunications hub for the area
52. Registration to be available by phone or modem
53. Intramural/Student Center
54. Building for special programs - Career Awareness/Older Workers, etc.
55. Annual Retreat for entire college
56. We should have our own off-campus sites in each of the areas that we serve (lease or buy buildings)
57. We should strive to obtain more cooperative agreements with regional universities to obtain more 4 year degree programs and graduate degree programs.
58. We would like to see a math lab implemented, staffed by qualified math instructors or tutors (to include CAI).
59. All faculty members should have a computer in their office.
60. Upgrade the computer facilities including 19 model SS's for Office Adm., 19 color graphics laser printers for Office Adm., 20 IBM Model 386's or compatibles, industry standard network software in the education environment, scanner, plotter, laser printer, etc., for academic computer center.
61. Orientation for all students which includes counseling on expectations and behaviors of college students and placement testing for all.
62. That the education of H.C.C. students come first above all else (academics)
63. Work with the administration to bring about positive changes in student behavior and attitude toward academics
64. English course coordinator - (1) coordinate proficiency exam and (2) off-campus courses
65. We should have an arts programs here - painting, sculpting, etc.
66. Increase awareness of honors curriculum
67. Have an exchange scholars program
68. Better coordination of faculty involvement in continuing education/community service
69. All disciplines have a coordinator and is administered by division chair
70. We need a full-time reading specialist
71. To take students on a trip to Mexico or Spain
72. Like to see a better guidance counselor on campus
73. More 2 + 2 agreements, more articulation agreements
74. Money for class trips--separate from divisional money

PAGE THREE

75. Computer media lab for our division
76. Offer oral interfunctional literature class
77. The idea of a college book - have every student do something in every class pertaining to this book
78. Rename the DRE classes -- there is a definite stigma - i.e. change to ENG 005 or ENG 012
79. Better orientation of new faculty - especially dealing with culture
80. Podiums and chalk boards in each classroom
81. More faculty (collegewide) in Nursing, Chemistry, Biology, Radiography, Geology, MLT
82. Allied Health Division separate from Science Division
83. Equipment money for all areas
84. Copy machines that work
85. Clean drinking water in Nursing area
86. APA format taught in English courses as required by nursing
87. LAN (local area network) with terminals in each faculty office
88. Coin operated copier for students at conference center
89. Library book drop for students at conference center
90. Van for student travel to clinicals, field trips, etc. (in good condition please)
91. Hot water at conference center
92. Building - Student Center with grill
    Art building with auditorium and large conference rooms (air conditioned)
    Technical buildings - Allied Health/Nursing
    Parking structure at least 4 floors for 400 cars
93. High tech classroom with computer, video disk, etc. for each division and then each classroom finally equipped as such
94. Shorten post spring term meeting to 1/2 to 1 day <u>After grades are due</u>
95. Visit medical lab in Lexington
96. Computer terminal for students/faculty use at conference center
97. Summer clinicals for Fall NSG 280 students
98. Support from administration for faculty
99. Teaching is priority one for our students at HCC as faculty members as reflected on the DOE

HAZARD COMMUNITY COLLEGE MODEL FOR INSTITUTIONAL RENEWAL



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